



Dan Hinton Accommodation School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

146 E 4th Street, Pima, AZ 85543

Graham County Special Services

AZ LEARNS¹

Elementary Achievement Profile ^(a)

2005-06 Performing

2004-05 Performing

2003-04 Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile ^(a)

2005-06 N/A

2004-05 N/A

2003-04 Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06 N/A

2004-05 Not Met

2003-04 Not Met

School Improvement Status ^(b)

2005-06 N/A

2004-05 N/A

2003-04 Year 1

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Allen E. Jones

Schedule : 07:45 AM to 04:00 PM

Grades : Pre-K-12

Web Address :

Phone Number : (928) 485-2759

Fax Number : (928) 485-9422

E-mail : ajones@gcss.k12.az.us

Mission

We are the self-contained classroom for students with certain special needs whose home schools are members of a consortium. We seek to help each child reach his/her full academic, social, physical and emotional potential. We strive to have each become a productive member of society. We believe that each student, if possible, should have the opportunity for inclusion. We work on that goal by introducing capable students into typical classes in their home school during each school day.

School / Academic Goals

- Ü Each student capable of academic learning, will improve his/her language arts and mathematical skills by a measurable amount as shown in the goals and objectives of the IEP based on the Arizona Academic Standards.
- Ü Those students not capable of meeting Foundations or above Academic Standards will meet goals and objectives set up to improve pre-academic learning such as cause and effect, recognizing like and different, etc., on the Functional Level.
- Ü Students will be given the opportunity to develop independence in personal hygiene, safety, gardening, meal planning/preparation and clothing care. They will become familiar with community establishments and practice money/shopping skills.
- Ü Students receive instruction on acceptable social behavior and are exposed to various social situations in the community. They also have the opportunity to develop fine art skills that will be of value to them throughout their lives.

Enrollment

October 1, 2005 School Year Student Enrollment : 59

Accepting New Students in 2005-06 Under Open Enrollment Law : ² No

Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü Special Education for Ages 3-22
- Ü Preschool and Transition/Kindergarten
- Ü Instruction in Life Skills
- Ü Individualized Academic Instruction
- Ü Vocational/Adult Transition
- Ü Practice in Social Skills
- Ü Physical Education
- Ü Community Training

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/10/2005
Last Day of School : 5/25/2006

Shared Responsibilities

School

Parents are invited to be involved in the IEP process. They are informed of the students progress/problems on a regular basis. They can be assured that the school will provide their child: a safe, secure environment; respect (each child is an important part of our school and is treated, and is expected to treat others, with respect); emotional support; acquisition and maintenance of social and life skills; opportunity for academic achievement.

Parents

The parent/guardian is responsible for: ensuring regular attendance unless the child is sick; putting the student on the bus, or other school transportation and taking him/her off; making sure the student wears clean, appropriate clothing (no tobacco, alcohol or other inappropriate wording or pictures, no revealing or tight clothing, no spaghetti strap or tank top shirts/blouses/dresses); sending the child clean and nourished; providing proper medical attention for student as needed.

Transportation Policy

The student is picked up and taken home by DHS or the home school according to his/her Individual Education Plan. Parents must have the student ready for the bus on time and meet the bus when the student is brought home. Special trips will not be made to pick up a student for weather, sleeping in, or other factors. Parents may bring or pick up their child if they desire, but none of the students should be dropped off before 7:55 or left at DHS beyond 2:30 p.m.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Numerous Special Olympic Medals/Ribbons	2005
Ü Numerous Ribbons at County Fair	2004
Ü 2001 CTFA Tobacco-Free School of the Year	2001

Dan Hinton Accommodation School

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 3

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	80010	--	--	99	--	--	447	--	--	10	--	--	18	--	--	53	--	--	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	38935	--	--	99	--	--	447	--	--	9	--	--	19	--	--	55	--	--	17
Male	--	--	40974	--	--	98	--	--	448	--	--	11	--	--	18	--	--	52	--	--	19
African American	--	--	4201	--	--	99	--	--	430	--	--	17	--	--	23	--	--	51	--	--	9
Hispanic	--	--	34545	--	--	99	--	--	432	--	--	14	--	--	24	--	--	53	--	--	9
Asian/Pacific Islander	--	--	2068	--	--	99	--	--	474	--	--	4	--	--	10	--	--	50	--	--	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	--	--	35142	--	--	99	--	--	465	--	--	5	--	--	11	--	--	56	--	--	28
Students with Disabilities	--	--	10161	--	--	93	--	--	419	--	--	28	--	--	28	--	--	36	--	--	8
Students without Disabilities	--	--	69849	--	--	100	--	--	451	--	--	7	--	--	17	--	--	56	--	--	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	--	39029	--	--	98	--	--	432	--	--	14	--	--	25	--	--	52	--	--	9
Non-Economically Disadvantaged	--	--	40981	--	--	100	--	--	462	--	--	6	--	--	13	--	--	54	--	--	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	79438	--	--	98	--	--	451	--	--	9	--	--	24	--	--	56	--	--	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	38775	--	--	99	--	--	457	--	--	7	--	--	22	--	--	58	--	--	13
Male	--	--	40560	--	--	97	--	--	446	--	--	12	--	--	25	--	--	54	--	--	9
African American	--	--	4178	--	--	98	--	--	439	--	--	13	--	--	29	--	--	52	--	--	6
Hispanic	--	--	34297	--	--	98	--	--	434	--	--	14	--	--	31	--	--	50	--	--	5
Asian/Pacific Islander	--	--	2063	--	--	99	--	--	475	--	--	3	--	--	15	--	--	63	--	--	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	--	--	34887	--	--	98	--	--	471	--	--	4	--	--	15	--	--	63	--	--	18
Students with Disabilities	--	--	9588	--	--	88	--	--	416	--	--	30	--	--	32	--	--	34	--	--	5
Students without Disabilities	--	--	69850	--	--	100	--	--	456	--	--	7	--	--	23	--	--	59	--	--	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	--	38685	--	--	97	--	--	435	--	--	14	--	--	32	--	--	50	--	--	5
Non-Economically Disadvantaged	--	--	40753	--	--	99	--	--	467	--	--	5	--	--	16	--	--	62	--	--	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	79971	--	--	99	--	--	423	--	--	8	--	--	41	--	--	49	--	--	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	38974	--	--	99	--	--	437	--	--	5	--	--	33	--	--	57	--	--	4
Male	--	--	40895	--	--	98	--	--	410	--	--	10	--	--	47	--	--	41	--	--	2
African American	--	--	4203	--	--	99	--	--	411	--	--	11	--	--	45	--	--	43	--	--	2
Hispanic	--	--	34481	--	--	99	--	--	410	--	--	10	--	--	46	--	--	43	--	--	1
Asian/Pacific Islander	--	--	2067	--	--	99	--	--	449	--	--	4	--	--	28	--	--	60	--	--	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	--	--	35150	--	--	99	--	--	437	--	--	5	--	--	35	--	--	56	--	--	5
Students with Disabilities	--	--	10258	--	--	94	--	--	377	--	--	23	--	--	51	--	--	25	--	--	1
Students without Disabilities	--	--	69713	--	--	100	--	--	429	--	--	5	--	--	39	--	--	52	--	--	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	--	38994	--	--	98	--	--	409	--	--	10	--	--	47	--	--	41	--	--	1
Non-Economically Disadvantaged	--	--	40977	--	--	100	--	--	437	--	--	5	--	--	34	--	--	56	--	--	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Dan Hinton Accommodation School

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 3

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	80147	--	--	99	--	--	482	--	--	11	--	--	17	--	--	49	--	--	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	39281	--	--	99	--	--	483	--	--	9	--	--	17	--	--	50	--	--	24
Male	--	--	40780	--	--	98	--	--	482	--	--	12	--	--	17	--	--	48	--	--	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	--	--	33494	--	--	99	--	--	466	--	--	15	--	--	23	--	--	49	--	--	14
Asian/Pacific Islander	--	--	2103	--	--	99	--	--	515	--	--	4	--	--	8	--	--	44	--	--	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	--	--	36122	--	--	99	--	--	501	--	--	5	--	--	10	--	--	50	--	--	35
Students with Disabilities	--	--	10295	--	--	92	--	--	443	--	--	33	--	--	26	--	--	33	--	--	8
Students without Disabilities	--	--	69852	--	--	100	--	--	488	--	--	7	--	--	16	--	--	51	--	--	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	--	38371	--	--	97	--	--	465	--	--	15	--	--	23	--	--	49	--	--	13
Non-Economically Disadvantaged	--	--	41776	--	--	100	--	--	498	--	--	6	--	--	11	--	--	49	--	--	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	79686	--	--	98	--	--	470	--	--	11	--	--	24	--	--	57	--	--	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	39163	--	--	99	--	--	475	--	--	9	--	--	22	--	--	60	--	--	10
Male	--	--	40438	--	--	97	--	--	465	--	--	13	--	--	25	--	--	54	--	--	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	--	--	33299	--	--	98	--	--	452	--	--	17	--	--	32	--	--	47	--	--	3
Asian/Pacific Islander	--	--	2097	--	--	99	--	--	490	--	--	5	--	--	13	--	--	68	--	--	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	--	--	35914	--	--	98	--	--	489	--	--	5	--	--	15	--	--	67	--	--	14
Students with Disabilities	--	--	9808	--	--	87	--	--	432	--	--	35	--	--	32	--	--	30	--	--	3
Students without Disabilities	--	--	69878	--	--	100	--	--	475	--	--	8	--	--	23	--	--	61	--	--	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	--	38095	--	--	97	--	--	452	--	--	17	--	--	32	--	--	48	--	--	3
Non-Economically Disadvantaged	--	--	41591	--	--	99	--	--	486	--	--	6	--	--	16	--	--	65	--	--	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	80372	--	--	99	--	--	475	--	--	4	--	--	30	--	--	64	--	--	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	39452	--	--	99	--	--	488	--	--	3	--	--	22	--	--	72	--	--	3
Male	--	--	40836	--	--	98	--	--	464	--	--	6	--	--	37	--	--	56	--	--	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	--	--	33608	--	--	99	--	--	462	--	--	6	--	--	36	--	--	57	--	--	1
Asian/Pacific Islander	--	--	2098	--	--	99	--	--	500	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	--	--	36213	--	--	99	--	--	489	--	--	2	--	--	22	--	--	72	--	--	3
Students with Disabilities	--	--	10526	--	--	94	--	--	427	--	--	15	--	--	53	--	--	31	--	--	1
Students without Disabilities	--	--	69846	--	--	100	--	--	482	--	--	3	--	--	26	--	--	69	--	--	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	--	38521	--	--	98	--	--	461	--	--	6	--	--	38	--	--	55	--	--	1
Non-Economically Disadvantaged	--	--	41851	--	--	100	--	--	489	--	--	3	--	--	22	--	--	72	--	--	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Dan Hinton Accommodation School

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 3

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	79306	--	--	99	--	--	504	--	--	13	--	--	20	--	--	49	--	--	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	38845	--	--	99	--	--	505	--	--	11	--	--	20	--	--	50	--	--	18
Male	--	--	40383	--	--	98	--	--	504	--	--	14	--	--	19	--	--	47	--	--	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	--	--	32673	--	--	99	--	--	487	--	--	18	--	--	25	--	--	46	--	--	10
Asian/Pacific Islander	--	--	2147	--	--	99	--	--	539	--	--	5	--	--	10	--	--	46	--	--	40
American Indian/Alaskan Native	--	--	4034	--	--	97	--	--	479	--	--	22	--	--	29	--	--	43	--	--	7
White	--	--	36234	--	--	99	--	--	523	--	--	6	--	--	13	--	--	52	--	--	28
Students with Disabilities	--	--	10286	--	--	91	--	--	462	--	--	41	--	--	27	--	--	27	--	--	5
Students without Disabilities	--	--	69020	--	--	100	--	--	510	--	--	9	--	--	18	--	--	52	--	--	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	--	37437	--	--	97	--	--	486	--	--	19	--	--	26	--	--	46	--	--	9
Non-Economically Disadvantaged	--	--	41869	--	--	100	--	--	521	--	--	7	--	--	14	--	--	51	--	--	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	79000	--	--	98	--	--	489	--	--	10	--	--	24	--	--	58	--	--	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	38774	--	--	99	--	--	494	--	--	7	--	--	22	--	--	61	--	--	10
Male	--	--	40150	--	--	98	--	--	485	--	--	12	--	--	25	--	--	55	--	--	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	--	--	32508	--	--	98	--	--	472	--	--	15	--	--	33	--	--	49	--	--	3
Asian/Pacific Islander	--	--	2142	--	--	99	--	--	510	--	--	4	--	--	14	--	--	67	--	--	16
American Indian/Alaskan Native	--	--	4016	--	--	96	--	--	467	--	--	14	--	--	37	--	--	46	--	--	2
White	--	--	36135	--	--	98	--	--	508	--	--	4	--	--	14	--	--	67	--	--	15
Students with Disabilities	--	--	9991	--	--	88	--	--	449	--	--	33	--	--	36	--	--	29	--	--	2
Students without Disabilities	--	--	69009	--	--	100	--	--	495	--	--	6	--	--	22	--	--	62	--	--	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	--	37234	--	--	97	--	--	472	--	--	15	--	--	33	--	--	50	--	--	3
Non-Economically Disadvantaged	--	--	41766	--	--	99	--	--	505	--	--	5	--	--	16	--	--	65	--	--	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	79611	--	--	99	--	--	496	--	--	7	--	--	37	--	--	56	--	--	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	39016	--	--	99	--	--	511	--	--	4	--	--	29	--	--	66	--	--	1
Male	--	--	40519	--	--	98	--	--	482	--	--	10	--	--	44	--	--	46	--	--	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	--	--	32855	--	--	99	--	--	481	--	--	10	--	--	43	--	--	47	--	--	0
Asian/Pacific Islander	--	--	2149	--	--	100	--	--	519	--	--	4	--	--	24	--	--	70	--	--	2
American Indian/Alaskan Native	--	--	3992	--	--	96	--	--	478	--	--	10	--	--	46	--	--	44	--	--	0
White	--	--	36380	--	--	99	--	--	511	--	--	4	--	--	30	--	--	65	--	--	1
Students with Disabilities	--	--	10664	--	--	94	--	--	440	--	--	23	--	--	54	--	--	22	--	--	1
Students without Disabilities	--	--	68947	--	--	100	--	--	504	--	--	4	--	--	34	--	--	61	--	--	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	--	37626	--	--	98	--	--	479	--	--	10	--	--	45	--	--	45	--	--	0
Non-Economically Disadvantaged	--	--	41985	--	--	100	--	--	511	--	--	4	--	--	30	--	--	65	--	--	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Dan Hinton Accommodation School

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 3

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	79327	--	--	98	--	--	518	--	--	19	--	--	20	--	--	46	--	--	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	38961	--	--	98	--	--	520	--	--	16	--	--	20	--	--	48	--	--	16
Male	--	--	40295	--	--	97	--	--	516	--	--	21	--	--	19	--	--	44	--	--	16
African American	--	--	4247	--	--	98	--	--	499	--	--	27	--	--	24	--	--	41	--	--	8
Hispanic	--	--	32327	--	--	98	--	--	499	--	--	27	--	--	25	--	--	41	--	--	8
Asian/Pacific Islander	--	--	1939	--	--	99	--	--	556	--	--	6	--	--	10	--	--	47	--	--	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	--	--	36373	--	--	98	--	--	538	--	--	10	--	--	14	--	--	52	--	--	25
Students with Disabilities	--	--	9321	--	--	87	--	--	467	--	--	54	--	--	22	--	--	21	--	--	3
Students without Disabilities	--	--	70006	--	--	100	--	--	524	--	--	14	--	--	19	--	--	49	--	--	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	--	--	37097	--	--	97	--	--	498	--	--	27	--	--	25	--	--	41	--	--	7
Non-Economically Disadvantaged	--	--	42230	--	--	99	--	--	535	--	--	11	--	--	15	--	--	50	--	--	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	79501	--	--	98	--	--	497	--	--	10	--	--	25	--	--	60	--	--	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	39062	--	--	99	--	--	502	--	--	8	--	--	23	--	--	64	--	--	5
Male	--	--	40368	--	--	98	--	--	491	--	--	13	--	--	27	--	--	57	--	--	3
African American	--	--	4279	--	--	99	--	--	485	--	--	14	--	--	30	--	--	54	--	--	2
Hispanic	--	--	32389	--	--	98	--	--	478	--	--	16	--	--	34	--	--	48	--	--	1
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	519	--	--	3	--	--	14	--	--	73	--	--	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	--	--	36446	--	--	99	--	--	516	--	--	4	--	--	15	--	--	73	--	--	7
Students with Disabilities	--	--	9411	--	--	88	--	--	453	--	--	36	--	--	36	--	--	26	--	--	1
Students without Disabilities	--	--	70090	--	--	100	--	--	502	--	--	7	--	--	24	--	--	65	--	--	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	--	--	37183	--	--	97	--	--	479	--	--	16	--	--	34	--	--	49	--	--	1
Non-Economically Disadvantaged	--	--	42318	--	--	99	--	--	513	--	--	5	--	--	17	--	--	70	--	--	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	80000	--	--	99	--	--	564	--	--	3	--	--	11	--	--	75	--	--	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	39288	--	--	99	--	--	579	--	--	2	--	--	6	--	--	77	--	--	16
Male	--	--	40644	--	--	98	--	--	549	--	--	4	--	--	15	--	--	74	--	--	7
African American	--	--	4307	--	--	99	--	--	551	--	--	4	--	--	13	--	--	75	--	--	7
Hispanic	--	--	32672	--	--	99	--	--	548	--	--	4	--	--	14	--	--	76	--	--	6
Asian/Pacific Islander	--	--	1945	--	--	99	--	--	592	--	--	1	--	--	4	--	--	69	--	--	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	--	--	36602	--	--	99	--	--	579	--	--	2	--	--	7	--	--	75	--	--	16
Students with Disabilities	--	--	9919	--	--	93	--	--	505	--	--	9	--	--	35	--	--	54	--	--	2
Students without Disabilities	--	--	70081	--	--	100	--	--	571	--	--	2	--	--	7	--	--	79	--	--	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	--	--	37534	--	--	98	--	--	547	--	--	4	--	--	15	--	--	76	--	--	5
Non-Economically Disadvantaged	--	--	42466	--	--	100	--	--	578	--	--	2	--	--	7	--	--	75	--	--	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Dan Hinton Accommodation School

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 3

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	78546	--	--	97	--	--	543	--	--	15	--	--	18	--	--	52	--	--	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	38645	--	--	98	--	--	545	--	--	13	--	--	18	--	--	54	--	--	15
Male	--	--	39792	--	--	97	--	--	542	--	--	17	--	--	17	--	--	50	--	--	15
African American	--	--	4205	--	--	97	--	--	524	--	--	22	--	--	22	--	--	49	--	--	7
Hispanic	--	--	31177	--	--	97	--	--	524	--	--	22	--	--	23	--	--	48	--	--	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	--	--	36450	--	--	97	--	--	563	--	--	7	--	--	12	--	--	57	--	--	23
Students with Disabilities	--	--	8093	--	--	82	--	--	489	--	--	50	--	--	24	--	--	23	--	--	2
Students without Disabilities	--	--	70453	--	--	100	--	--	549	--	--	11	--	--	17	--	--	56	--	--	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	--	--	34694	--	--	96	--	--	524	--	--	23	--	--	23	--	--	48	--	--	7
Non-Economically Disadvantaged	--	--	43852	--	--	99	--	--	559	--	--	10	--	--	13	--	--	56	--	--	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	79045	--	--	98	--	--	512	--	--	10	--	--	25	--	--	58	--	--	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	38860	--	--	98	--	--	519	--	--	7	--	--	22	--	--	62	--	--	8
Male	--	--	40075	--	--	97	--	--	505	--	--	12	--	--	28	--	--	54	--	--	6
African American	--	--	4250	--	--	98	--	--	500	--	--	12	--	--	31	--	--	54	--	--	3
Hispanic	--	--	31314	--	--	98	--	--	493	--	--	16	--	--	34	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	--	--	36730	--	--	98	--	--	532	--	--	4	--	--	16	--	--	68	--	--	12
Students with Disabilities	--	--	8552	--	--	87	--	--	463	--	--	35	--	--	40	--	--	23	--	--	1
Students without Disabilities	--	--	70493	--	--	100	--	--	517	--	--	7	--	--	24	--	--	62	--	--	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	--	--	34922	--	--	96	--	--	493	--	--	15	--	--	34	--	--	48	--	--	3
Non-Economically Disadvantaged	--	--	44123	--	--	99	--	--	527	--	--	6	--	--	18	--	--	66	--	--	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	79657	--	--	99	--	--	566	--	--	3	--	--	8	--	--	87	--	--	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	39120	--	--	99	--	--	580	--	--	2	--	--	4	--	--	92	--	--	2
Male	--	--	40423	--	--	98	--	--	553	--	--	5	--	--	12	--	--	83	--	--	1
African American	--	--	4290	--	--	99	--	--	560	--	--	4	--	--	9	--	--	86	--	--	1
Hispanic	--	--	31642	--	--	99	--	--	552	--	--	5	--	--	11	--	--	84	--	--	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	--	--	36929	--	--	99	--	--	579	--	--	2	--	--	5	--	--	91	--	--	2
Students with Disabilities	--	--	9069	--	--	92	--	--	508	--	--	11	--	--	30	--	--	58	--	--	1
Students without Disabilities	--	--	70588	--	--	100	--	--	573	--	--	2	--	--	5	--	--	91	--	--	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	--	--	35341	--	--	97	--	--	551	--	--	5	--	--	12	--	--	83	--	--	0
Non-Economically Disadvantaged	--	--	44316	--	--	100	--	--	578	--	--	2	--	--	5	--	--	90	--	--	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Dan Hinton Accommodation School

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 3

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	78400	--	--	97	--	--	554	--	--	21	--	--	19	--	--	47	--	--	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	38686	--	--	98	--	--	554	--	--	20	--	--	20	--	--	49	--	--	12
Male	--	--	39636	--	--	96	--	--	554	--	--	23	--	--	18	--	--	46	--	--	13
African American	--	--	4193	--	--	97	--	--	533	--	--	32	--	--	23	--	--	40	--	--	5
Hispanic	--	--	30732	--	--	97	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	--	--	4536	--	--	95	--	--	528	--	--	35	--	--	25	--	--	37	--	--	4
White	--	--	37038	--	--	97	--	--	575	--	--	11	--	--	14	--	--	56	--	--	19
Students with Disabilities	--	--	7840	--	--	81	--	--	498	--	--	60	--	--	18	--	--	20	--	--	2
Students without Disabilities	--	--	70560	--	--	99	--	--	560	--	--	17	--	--	19	--	--	50	--	--	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	--	--	33014	--	--	95	--	--	534	--	--	31	--	--	24	--	--	40	--	--	5
Non-Economically Disadvantaged	--	--	45386	--	--	99	--	--	569	--	--	15	--	--	15	--	--	52	--	--	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	79179	--	--	98	--	--	519	--	--	11	--	--	27	--	--	58	--	--	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	38974	--	--	99	--	--	524	--	--	8	--	--	25	--	--	61	--	--	5
Male	--	--	40124	--	--	97	--	--	513	--	--	13	--	--	28	--	--	54	--	--	4
African American	--	--	4243	--	--	98	--	--	506	--	--	14	--	--	32	--	--	51	--	--	3
Hispanic	--	--	30987	--	--	98	--	--	498	--	--	17	--	--	36	--	--	45	--	--	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	--	--	4573	--	--	96	--	--	494	--	--	16	--	--	41	--	--	42	--	--	1
White	--	--	37467	--	--	98	--	--	539	--	--	5	--	--	17	--	--	70	--	--	8
Students with Disabilities	--	--	8567	--	--	88	--	--	467	--	--	39	--	--	38	--	--	22	--	--	1
Students without Disabilities	--	--	70612	--	--	99	--	--	524	--	--	7	--	--	25	--	--	62	--	--	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	--	--	33345	--	--	96	--	--	499	--	--	17	--	--	36	--	--	46	--	--	1
Non-Economically Disadvantaged	--	--	45834	--	--	99	--	--	533	--	--	7	--	--	19	--	--	67	--	--	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	79734	--	--	99	--	--	554	--	--	3	--	--	19	--	--	78	--	--	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	39243	--	--	99	--	--	568	--	--	2	--	--	12	--	--	85	--	--	1
Male	--	--	40413	--	--	98	--	--	541	--	--	4	--	--	26	--	--	70	--	--	0
African American	--	--	4285	--	--	99	--	--	548	--	--	3	--	--	22	--	--	74	--	--	0
Hispanic	--	--	31254	--	--	99	--	--	539	--	--	5	--	--	25	--	--	70	--	--	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	--	--	4613	--	--	97	--	--	535	--	--	4	--	--	29	--	--	67	--	--	0
White	--	--	37668	--	--	99	--	--	569	--	--	1	--	--	13	--	--	85	--	--	1
Students with Disabilities	--	--	8943	--	--	92	--	--	495	--	--	11	--	--	51	--	--	38	--	--	1
Students without Disabilities	--	--	70791	--	--	100	--	--	561	--	--	2	--	--	15	--	--	83	--	--	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	--	--	33718	--	--	97	--	--	538	--	--	5	--	--	26	--	--	69	--	--	0
Non-Economically Disadvantaged	--	--	46016	--	--	100	--	--	567	--	--	2	--	--	14	--	--	84	--	--	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Dan Hinton Accommodation School

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 3

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	71130	--	--	95	--	--	701	--	--	23	--	--	13	--	--	51	--	--	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	35465	--	--	96	--	--	702	--	--	21	--	--	13	--	--	53	--	--	13
Male	--	--	35648	--	--	94	--	--	701	--	--	24	--	--	12	--	--	50	--	--	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	--	--	25103	--	--	95	--	--	685	--	--	34	--	--	16	--	--	45	--	--	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	--	--	4241	--	--	90	--	--	679	--	--	39	--	--	19	--	--	39	--	--	3
White	--	--	36075	--	--	95	--	--	715	--	--	12	--	--	9	--	--	58	--	--	21
Students with Disabilities	--	--	5862	--	--	71	--	--	658	--	--	63	--	--	15	--	--	20	--	--	2
Students without Disabilities	--	--	65268	--	--	98	--	--	705	--	--	19	--	--	12	--	--	54	--	--	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	--	22957	--	--	93	--	--	685	--	--	34	--	--	17	--	--	44	--	--	5
Non-Economically Disadvantaged	--	--	48173	--	--	96	--	--	709	--	--	17	--	--	11	--	--	55	--	--	18

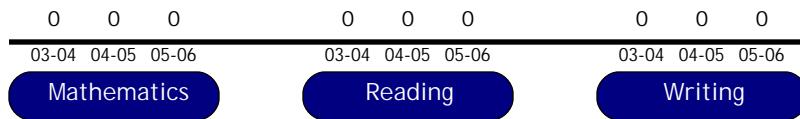
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	73018	--	--	97	--	--	703	--	--	6	--	--	23	--	--	64	--	--	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	36181	--	--	97	--	--	708	--	--	4	--	--	21	--	--	65	--	--	9
Male	--	--	36816	--	--	96	--	--	699	--	--	7	--	--	24	--	--	62	--	--	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	--	--	25801	--	--	96	--	--	683	--	--	10	--	--	34	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4389	--	--	93	--	--	675	--	--	9	--	--	42	--	--	47	--	--	1
White	--	--	37024	--	--	97	--	--	721	--	--	2	--	--	12	--	--	73	--	--	13
Students with Disabilities	--	--	7170	--	--	85	--	--	654	--	--	23	--	--	47	--	--	29	--	--	1
Students without Disabilities	--	--	65848	--	--	98	--	--	708	--	--	4	--	--	20	--	--	67	--	--	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	--	23912	--	--	94	--	--	681	--	--	10	--	--	36	--	--	52	--	--	2
Non-Economically Disadvantaged	--	--	49106	--	--	98	--	--	714	--	--	4	--	--	16	--	--	69	--	--	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	--	72810	--	--	96	--	--	685	--	--	6	--	--	30	--	--	58	--	--	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	--	36111	--	--	97	--	--	695	--	--	4	--	--	23	--	--	65	--	--	8
Male	--	--	36678	--	--	95	--	--	674	--	--	9	--	--	36	--	--	52	--	--	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	--	--	25735	--	--	96	--	--	669	--	--	10	--	--	41	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	--	--	4370	--	--	92	--	--	670	--	--	9	--	--	39	--	--	50	--	--	2
White	--	--	36915	--	--	97	--	--	697	--	--	3	--	--	21	--	--	67	--	--	8
Students with Disabilities	--	--	7071	--	--	84	--	--	634	--	--	24	--	--	53	--	--	21	--	--	1
Students without Disabilities	--	--	65739	--	--	98	--	--	689	--	--	4	--	--	27	--	--	62	--	--	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	--	23814	--	--	94	--	--	667	--	--	10	--	--	41	--	--	47	--	--	2
Non-Economically Disadvantaged	--	--	48996	--	--	97	--	--	693	--	--	4	--	--	24	--	--	64	--	--	7

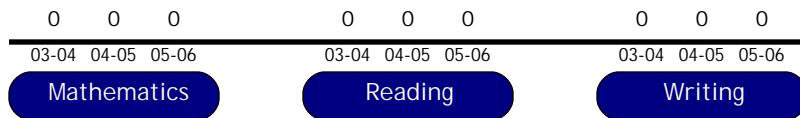
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

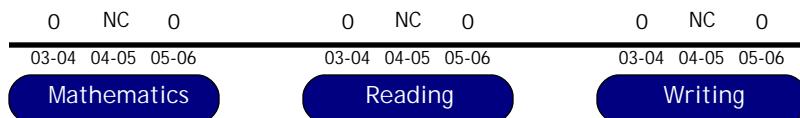
3rd Grade Proficiency



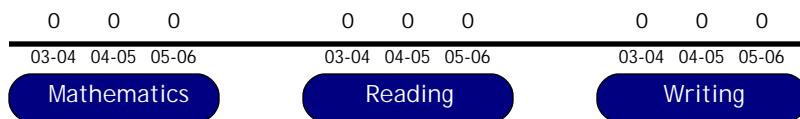
5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Not Evaluated
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Not Evaluated

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	--	58	--	--	--	47	--	--	--	46
	Language	--	--	--	50	--	--	--	47	--	--	--	48
	Mathematics	--	--	--	64	--	--	--	50	--	--	--	52
3	Reading	--	--	--	55	--	--	--	44	--	--	--	46
	Language	--	--	--	61	--	--	--	44	--	--	--	46
	Mathematics	--	--	--	61	--	--	--	51	--	--	--	52
4	Reading	--	--	--	56	--	--	--	48	--	--	--	52
	Language	--	--	--	52	--	--	--	49	--	--	--	52
	Mathematics	--	--	--	61	--	--	--	53	--	--	--	58
5	Reading	--	--	--	55	--	--	--	50	--	--	--	56
	Language	--	--	--	49	--	--	--	50	--	--	--	54
	Mathematics	--	--	--	63	--	--	--	49	--	--	--	52
6	Reading	--	--	--	56	--	--	--	51	--	--	--	56
	Language	--	--	--	48	--	--	--	47	--	--	--	50
	Mathematics	--	--	--	66	--	--	--	52	--	--	--	58
7	Reading	--	--	--	54	--	--	--	50	--	--	--	54
	Language	--	--	--	58	--	--	--	52	--	--	--	58
	Mathematics	--	--	--	62	--	--	--	50	--	--	--	54
8	Reading	--	--	--	55	NC	NC	NC	51	--	--	--	58
	Language	--	--	--	52	NC	NC	NC	50	--	--	--	56
	Mathematics	--	--	--	61	NC	NC	NC	53	--	--	--	58
9	Reading	--	--	--	42	--	--	--	51	--	--	--	52
	Language	--	--	--	42	--	--	--	50	--	--	--	50
	Mathematics	--	--	--	63	--	--	--	50	--	--	--	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

Dan Hinton Accommodation School

School Site Council	
Council Composition	Council Duties
School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	1.00	Teacher	5.00
Other Professional Staff	4.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	1	0	0	0
10 or more years	2	0	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	12
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site	
Special Facilities	
Ü Student access to computers-every room	Ü Home Ec room for Cooking/Sewing Goals
Ü Multi-purpose Room for Music, PE, etc.	

Extracurricular Activities	
Ü Provided by Home Schools	

Social Services	
Ü GREAT Program	

School Achievements/Accomplishments 2005-06

- Ü Students participate in musical programs presented to other schools and the community. They participate in the chorus, sing solos, dance, play instruments, help make scenery, and sometimes help compose music and words for some songs.
- Ü Students participate within the community by entering items in the County Fair they make at DHS. They receive cash awards for ribbons they win, then are taken to stores to spend the money. They are encouraged to compare prices to make wise choices.
- Ü Qualifying students participate in Special Olympics on the county and state levels in bowling, and in track and field events.
- Ü Students gain a sense of self-worth by being accepted for who they are and being encouraged to stretch to their highest potential.

Student Activity Rates for School Year 2005-06

		Arizona		
% School		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	NA	95	94	95
Promotion Rate ⁵	82	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

There have been no incidents this year.

At present we have 59 students who are closely supervised by six certified teachers and thirteen aides to make sure there are no incidents. Drug, alcohol and tobacco programs teach abstinence and personal responsibility. Drugs are prohibited on campus. Visitors must report to the office before entering classrooms.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Bekki Mattice	(928) 485-2759
Community Resources	Kelvin Taylor	(928) 485-2759
School Nutrition Programs	Leora Taylor	(928) 485-2759
Parent Organization		
Student Health/Nurse	Evelyn Morris	(928) 485-2759

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 20 Pages X .0243 Per page X 33 Copies = \$16.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.